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| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| ***Listening***  Begins to recognize often-heard words and phrases that are supported contextually; requires frequent restatement or paraphrasing and begins to develop awareness of the sounds of English | ***Listening***  Develops ability to respond to frequently heard language with continued dependence on context, paraphrasing, and repetition; begins to build content and academic vocabulary | ***Listening***  Interprets meaning of sentence-level communication in social and general academic contexts; understands main ideas of more complex oral discourse, particularly when supported visually; continues to build repertoire of content and academic vocabulary and sentence structures | ***Listening***  Understands social and academic discourse of differing lengths and levels of complexity; comprehends a wide variety of social and content/academic vocabulary related to both concrete and abstract concepts, particularly with visual or contextual support | ***Listening***  Comprehends a broad spectrum of social and academic discourse, attends to language with an increasing amount of linguistic complexity, understands most grade-level content-academic vocabulary, approaches the range of grade-level performance exhibited by English-proficient peers |
| ***Speaking***  Possibly silent; produces often-heard words, memorized phrases, or self-generated language to express meaning or ask questions; supports communication with nonverbal cues; begins to produce the range of sounds of English | ***Speaking***  Uses phrases in simple sentences, likely omitting key words, to communicate about common experiences and situations; begins to produce content and academic vocabulary; errors often inhibited communication | ***Speaking***  Generates simple sentences with minimal errors, though more complex sentences contain errors that may inhibit communication; may appear fluent because of near mastery of social language, whereas content and academic language continues to develop related to concrete and abstract concepts; uses more precise and specific content and academic vocabulary and increasingly complex grammatical structures | ***Speaking***  Generates grammatically varied speech in a wide variety of social academic contexts using content-academic vocabulary related to concrete and abstract concepts, errors do not typically obstruct meaning | ***Speaking***  Produces a broad spectrum of extended discourse with increasing linguistic complexity and vocabulary mastery; approaches the range of grade-level performance exhibited by English-proficient peers |

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| **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
| ***Reading***  Gains meaning primarily from visual support (e.g. pictures, graphic organizers, icons); if literate in the first language, may start to transfer those skills to English when provided with high-quality, visually supported reading instruction; preliterate students may begin to develop reading skills in English when provided with high-quality, visually supported reading instruction | ***Reading***  May recognize and read words and phrases frequently encountered; gains meaning from simple and familiar text with visual support (e.g. pictures, graphic organizers, icons) | ***Reading***  Derives meaning from increasingly complex sentence-and paragraph-level text, but required visual and teacher support; draws upon background knowledge and previous experience to make sense of longer text | ***Reading***  Comprehends increasingly complex text on known topics, while unknown topic continue to require visual or contextual support | ***Reading***  Comprehends text of increasing linguistic complexity and vocabulary related to a variety of grade-appropriate subjects and genres; approaches the range of grade-level performance exhibited by English proficient peers |
| ***Writing***  May draw; copy written text; or write or dictate individual letters, words, or phrases (or approximations thereof to convey meaning) | ***Writing***  Dictates phrases and simple sentences, writes phrases and simple sentences with occasional content and academic vocabulary when supported, errors often obstruct meaning | ***Writing***  Writes increasingly complex sentences with a wide range of social vocabulary and a developing range of content and academic vocabulary related to concrete and abstract concepts; errors sometimes obstruct meaning | ***Writing***  Produces social and academic text using increasingly precise content/academic vocabulary and increasingly complex grammar and mechanics related to concrete and abstract concepts; errors do not typically obstruct meaning | ***Writing***  Writes text varying in length, complexity, vocabulary mastery, and level of academic discourse; approaches the range of grade-level performance exhibited by English-proficient peers |